



# LAKE VIEW PRIMARY & NURSERY SCHOOL

## Anti Bullying Policy

**Headteacher:** Miss S Warrington  
**Anti-bullying Leader** Mrs C Wilson  
**Chair of Governors:** Mrs H Warnes  
**Anti-bullying Governors** Mr R Lord and Mrs S Windibank.  
**Review Date:** September 2018



## **Anti Bullying Policy**

At Lake View Primary and Nursery School we aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

As a consequence we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximize their potential.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

## **Policy Development**

This policy was formulated in consultation with the whole school community with input from:

- Members of staff- (through regular agenda items at staff meetings and consultation documents.)
- Governors – (discussions at governors meetings, training.)
- Parents/carers – (have been encouraged to contribute their views regarding the policy and have been invited to complete surveys to help the school improve how it addresses any issues of bullying.
- Children and young people – (pupils have contributed to the development of the policy through the school council and circle time discussions. The school council will develop a pupil friendly version which will be displayed in each class and will be sent home.)
- Other partners- (Nottinghamshire Council anti-bullying co-ordinator Lorna Naylor has also supported the development of this policy).

This policy is available

- Online at <http://www.lakeviewprimary.org/>
- In the school prospectus
- From the school office
- Child friendly versions will be on display in welcome packs for new pupils (once the school council has developed a pupil friendly version).

## **Roles and Responsibilities**



- The Head teacher has overall responsibility for the policy and its implementation and liaising with governors, parents/carers, LA and outside agencies.
- The Head teacher will manage bullying incidents and the reporting and recording of bullying incidents.
- The Head teacher will appoint an Anti-bullying leader who will have general responsibility for handling the implementation of this policy.

.The anti-bullying leader is Claire Wilson. The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies;
- Implementing the policy and monitoring its effectiveness in practice;
- Co-ordinating strategies for preventing bullying behaviour.

### **Definition of Bullying**

The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years and it is the definition which we have adopted.

ABA defines bullying as:

**‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.’**

### **Behaviour often associated with bullying**

#### **Baiting**

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

#### **Banter**

The dictionary describes banter as: ‘the playful and friendly exchange of teasing remarks’.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

#### Types of Banter

- Friendly Banter- There’s no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public



Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

### **What does bullying look like?**

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

### **Why are children and young people bullied?**

Specific types of bullying include:

#### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called ‘protected characteristics’.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.



## **Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

## **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## **Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

## **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation



- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school.

We use STOP 1 and STOP 2

STOP 1 is a child friendly way for children to recognise that they are being bullied and helps them to define what is happening.

- Several
- Times
- On
- Purpose  
(When there is an imbalance of power).

STOP 2 is a child friendly course of action for children to take.

- Start
- Telling
- Other
- People

In the event of bullying, parents will be informed of the nature of any incidents and any action taken.

- Parents will be informed of their child's role in the bullying as a victim, ring-leader or bystander. Appropriate action using our behaviour policy will be taken with regards to pupils involved in bullying depending on the age of the child and nature of the bullying.

### **Systems of Reporting**

Children are encouraged to report any incidents of bullying to any member of staff, whether they are the victim or a bystander. Likewise parents/carers are welcome to discuss any bullying worries with a member of staff. The member of staff will fill in a School Incident Bullying Form (see Appendix 1) and the matter will be investigated by the member of staff the issue was reported to or passed on to the Headteacher.



All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

After an allegation of bullying

- All parties including the target, bully and all others involved will be interviewed and a School Bullying Incident Form will be filled in by a member of staff/Headteacher then passed to the Headteacher.
- Parents/carers will be informed as to the involvement of their child.
- Appropriate disciplinary sanctions in accordance with the school's Behaviour Policy will be put in place and these will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable.
- The response may vary according to the type of bullying and may involve other agencies where appropriate.
- Any allegations of bullying will be followed up, in particular keeping in touch with the person who reported the situation, parents/carers.
- Support will be given, appropriate to the situation, for all involved such as - solution focused, restorative approach, circle of friends, individual work with the victim, perpetrator, bystanders and others affected by the bullying, a referral to outside agencies will be made if appropriate.
- The wider community will be liaised with, if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

### **Recording and Evaluation**

Bullying incidents are recorded on the school bullying incident form by the member of staff who deals with the incident and this is then stored by the Headteacher. The information stored will be used to ensure individual incidents are followed up. It will be used to identify trends and inform preventative work in school and development of the policy.

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced –related incidents (August 2017)

**These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to [ecas@nottscc.gov.uk](mailto:ecas@nottscc.gov.uk)**

This information will be presented to governors as part of the annual report. This policy will be reviewed and updated annually.

We will be taking part in the Anti-bullying All Together (2017-2018) project to ensure our policies and procedures are robust.

### **Strategies for Preventing Bullying**

As part of our commitment to the safety and welfare of our pupils we at Lake View School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of our core values
- Involvement in in the All Together Project 2017/2018



- Anti-Bullying week annually in November and Safer Internet Day in February
- PSHE/Citizenship lessons and cross curriculum themes.
- Celebration events. E.g. Achievement assemblies on Fridays
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
  
- School council
- Playground Buddying
- Mixed age pupil parliament time – autumn two half term is dedicated to celebrating diversity, being treated equally and information about bullying.
  
- Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
  - Restorative Justice
  - Counselling and/or Mediation schemes
  - Small group work
  
- Support for parents/carers
  - Parent groups
  - Parent information events/ information-on the school website
  
- Support for all school staff

Links with other policies:

- Behaviour
- Safeguarding
- Equalities Policy
- PSHE and Citizenship
- Confidentiality

**Related Documents/Guidance:**

- Safe to learn-DCSF Guidelines
- Embedding anti-bullying in schools DCSF-00668-2007
- Homophobic bullying-DCSF-00668-2007
- Cyberbullying-DCSF-00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities-DCSF00372-2008
- Children and Young People’s Services Nottinghamshire Anti-bullying Policy October 2009
- [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)



Appendix 1

	<b>SCHOOL BULLYING INCIDENT FORM</b>
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School

Date of Incident

Time of Incident

**Nature/Type of Incident (Please Tick)**

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Forced into something against will</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Other (please specify)</i>	<input type="checkbox"/>

**Details of Young People involved**

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					

\*Role: **V** Victim    **R** Ring Leader    **A** Associate    **B** Bystander

**Location of Incident (Please Tick)**

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		<input type="checkbox"/>

**If you feel the incident was motivated by any of the following please tick**

<i>Appearance</i>	<input type="checkbox"/>	<i>Race/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability*/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Children/Young People</i>	<input type="checkbox"/>
<i>Religion</i>	<input type="checkbox"/>		<input type="checkbox"/>

\* Reminder: These incidents should be recorded separately.



<b>Brief summary of Incident</b>

<b>Action Taken</b>
include any exclusions, parental involvement, or involvement with external agencies.
Generally
If appropriate was a EHAF used? YES/NO
With Individuals (as noted on page 1)
1.
2.
3.
4.
5.
6.

Form completed by:	Date:
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Follow-up	Date



Appendix 2

**Early Help Assessment (EHAF) Registration Form**

Please complete this information to register all early help assessments (not referrals)

<b>Name of referrer:</b>		
<b>Contact details of referrer:</b>		<b>Telephone number:</b>
		<b>Email address:</b>
		<b>Work base i.e. name of school, team or children's Centre:</b>
<b>Organisation registering EHAF:</b>		Choose an item.
<b>Name of Child / Young Person:</b>		
<b>Date of Birth:</b>	<b>Current age:</b>	<b>Unborn:</b> Choose an item.
<b>Ethnicity:</b> Choose an item.		<b>Disability:</b> Choose an item.
<b>Address:</b>		<b>Post Code:</b>
		<b>Telephone number:</b>
<b>Evidence of consent provided on referral form or verbally by referee:</b>		Choose an item.
<b>Pathway to Provision level on initiation</b>		Choose an item.
<b>Main presenting reason for the child or young person:</b>		Choose an item.
<b>Main presenting reason for the parent/carer:</b>		Choose an item.
<b>Main presenting reason for the family:</b>		Choose an item.
<b>Involvement with Children's Social Care</b>		Choose an item.

<b>Information required for EHAF only</b>	
<b>Date assessment initiated:</b>	
<b>Date assessment completed:</b>	

<b>Lead Professional details for EHAF:</b>	
<b>Name:</b>	<b>Role:</b>
<b>Service:</b>	<b>Base:</b>
<b>Telephone number:</b>	<b>E-mail address:</b>
<b>Start date:</b>	<b>End date:</b>

